**What is ECEAP?**

The Early Childhood Education and Assistance Program (ECEAP—pronounced e-cap) is Washington's pre-kindergarten program that prepares children from low income families for success in school and in life.

Since 1985, ECEAP has focused on the well-being of the whole child by providing comprehensive nutrition, health, education and family support services. ECEAP reaches 3- and 4-year-old children most in need of these foundations for learning. The program design is aligned with the nationally researched programs that have shown exceptional returns on investment.

**Applying to Become an ECEAP Contractor**

Washington is significantly expanding ECEAP.  This expansion provides many opportunities for existing providers to serve more children as well as for new organizations to offer ECEAP services.  This expansion includes providing ECEAP services in high-quality, child care facilities that have achieved a Quality Level of Excellence in Early Achievers.

In order to successfully complete the application to become an ECEAP contractor (which will be available on the DEL website in March), you will need to demonstrate how you can meet all the requirements of the ECEAP contract and Performance Standards.

As an ECEAP contractor, you decide how you will provide the services that meet these ECEAP requirements. You may choose to directly provide all, or some, of the ECEAP services within your own program. Your choices are to:
- Provide the services directly.
- Coordinate with other early care and education providers in your community to provide services together, such as a joint Parent Policy Council or Health Advisory Committees that support all of your programs.
- Purchase services or contract with a community professional to provide some required services, such as health coordination or family support services.
- Work with the local Early Achievers Resource Alliance to access shared services for the children and families in your program.

Regardless of whether you provide direct services, purchase or contract out for services, you, as the ECEAP contractor, are responsible for oversight, monitoring and ensuring the quality of ECEAP services and all ECEAP requirements are fully met.

A key component of ECEAP is partnerships in your local community. You will complete  Service Area Agreements with any neighboring Head Start grantee and ECEAP contractor. Your agreements must include how each agency will provide services, coordination between agencies and ways that you can partner to provide ECEAP in your community. This is also an opportunity to discuss the possibilities of combining resources among your organizations to provide required components such as health coordination, family support services or parent education.

**Eligibility for ECEAP**

Children are eligible for ECEAP in their two years before kindergarten, if they:

- Are from families with annual income at or below 110 percent of federal poverty level ($26,675 for a family of four).
- Qualify for school district special education services.
- Have developmental or environmental risk factors that could affect school success.
- Are involved in the child welfare system.

ECEAP prioritizes enrollment of children who:

- Will be in kindergarten the following year.
- Are in foster care.
- Are homeless.
- Are from families with lowest incomes.
- Have multiple risk factors related to school success.
- Are involved in the child welfare system.

**How ECEAP is Provided in Washington State**

The Department of Early Learning currently provides ECEAP through contracts with educational service districts, school districts, community colleges, local governments and non-profits. During For the current school year 2014-15, ECEAP is available in 36 of 39 Washington counties at 337 sites. ECEAP contractors ensure enrolled children and families receive these comprehensive services:

- Classroom preschool experiences for eligible children in either the Part Day, Full School Day or Extended Day model. See below for more details on each model.
- Connecting families with medical, dental, nutritional and mental health services.
- Providing activities to build family partnerships and strengthen families, such as parent education, family visits and parent leadership opportunities.

**ECEAP Models**

In the 2014-15 school year, ECEAP is offered to more than 10,000 children in three different models. *The funding and definitions of these models are subject to change, based on legislation.*

- Part Day ECEAP:
  - At least 320 hours of preschool in no less than 30 weeks a year.
  - At least 2.5 to 4 hours of class per day.

- o Contractors receive an average of $7,331 per child.
  - o Sites operating four hours or less are per day are exempt from licensing per RCW43.215.010 (2) e.
- Full School Day ECEAP:
  - o Offer preschool 6 hours (5.5-6.5 hours) a day, a minimum of four days per week.
  - o Minimum of 1000 hours direct services each year.
  - o Contractors receive an average $9,960 per child with some variations due to regional subsidy rates.
  - o Sites offering the Full School Day model must complete the DEL Expedited Licensing process.
- Extended Day ECEAP:
  - o Open at least 10 hours per day, 5 days per week, year-round.
  - o Contractors receive an average of $15,391 per child with some variations due to regional subsidy rates.
  - o Sites implementing the Extended Day model must be fully licensed by DEL.

**Completing this ECEAP Readiness Assessment**

This ECEAP Readiness Assessment is designed to help you prepare to complete a successful ECEAP expansion application.  As you answer the questions listed in this readiness tool, you will get a good picture of:

- Your organizational readiness.
- The information you may need to reference to complete the ECEAP application.
- Your strengths and areas to strengthen in order to provide ECEAP services.
- Any supports you may need to provide ECEAP services.

As a first step before completing this assessment tool, you will want to read through the sample ECEAP contract and the ECEAP Performance Standards to familiarize yourself with the requirements for providing ECEAP.  These are also the two primary source documents to refer to as you complete this Readiness Assessment.  Links to other helpful resources are also imbedded with the questions in each section.  You will find other helpful information on the DEL website and the ECEAP webpage:

- DEL website: http://www.del.wa.gov/Default.aspx
- DEL ECEAP webpage: http://www.del.wa.gov/requirements/operating/default.aspx

Although this tool is designed for your use, if you answer no to any of the questions and would like additional guidance, please send a copy of this completed Readiness Assessment to eceap@del.wa.gov and we will provide further supports and information for you.

| The 2015-16<br>ECEAP Readiness Assessment | Yes | Not<br>Yet | Notes<br>Describe any supports or assistance you may need in order to<br>become an ECEAP contractor: |
|---|---|---|---|
| **ADMINISTRATION**<br>The expectations for administering ECEAP are detailed in both the ECEAP contract and the ECEAP Performance Standards . | | | |
| **Budget and Finance:**<br>Do you have experience developing a program operating budget, a cost allocation plan and maintaining fiscal accountability for your current program? *For examples, see the* fiscal resources *listed under "Contractor Information: on the ECEAP webpage. Refer to Standard G-2 of the* ECEAP Performance Standards*, and Sections 3-b and 15-b of the* ECEAP contract*.* | | | |
| If not, do you have access to a financial advisor or fiscal expert to assist you with this task? The Small Business Development Center is a helpful resource for this. | | | |
| **Contracts:**<br>Do you have experience reading, understanding, and following procedures and requirements within a legal contract?  Sample ECEAP contract. | | | |
| If not, what help would you need in order to manage the requirements of the ECEAP Contract? | | | |
| **Service Area Agreements:**<br>Do you know who your neighboring Head Start/ECEAP programs are? *See Section 9 of the* ECEAP contract*.* | | | |
| Have you discussed your plan to apply for ECEAP slots with these neighboring programs? | | | |
| In order to provide ECEAP services, you must first have a signed Service Area Agreement with neighboring Head Start and ECEAP providers. Guidance on creating Service Area Agreements is found on the ECEAP webpage. You can find the locations of ECEAP sites here and Head Start sites here . | | | |
| **Standard A-1 Continuous Quality Improvement:**<br>*Standard A-1 of the* ECEAP Performance Standards  requires that each contractor has a continuous quality improvement system which ensures compliance with ECEAP requirements. The system must include monitoring, | | | |

| The 2015-16<br>ECEAP Readiness Assessment | Yes | Not<br>Yet | Notes<br>Describe any supports or assistance you may need in order to become an ECEAP contractor: |
|---|---|---|---|
| recordkeeping and timely follow up.<br>Do you have experience monitoring program quality? | | | |
| Have you developed a comprehensive monitoring plan to ensure you are fully meeting all ECEAP requirements? If not, what help would you need to ensure you can meet this expectation? | | | |
| **Parent Leadership:**<br>Another key component of ECEAP is building parent empowerment, supporting parents to developing leadership skills and involving parents in program decision-making. Two avenues for this are the ECEAP Parent Policy Council and Health Advisory Committee.<br>Do you have a plan for how you will ensure meaningful parent participation on an ECEAP Parent Policy Council and Health Advisory Committee?<br>*Standard A-5 and A-6 of the* ECEAP Performance Standards *describe expectations of the Health Advisory Committee (A-5) and Parent Policy Council (A-6).* | | | |
| Have you discussed partnering with other early care and education providers in your community to have a joint Health Advisory (A-5) or Parent Policy Council (A-6) serving the families of all your agencies? | | | |
| If not, do you know who the other providers are in your community who might be interested in sharing a Parent Policy Council or Health Advisory Committee?  As mentioned above, you can find the locations of ECEAP sites here and Head Start sites here . | | | |
| **Policies & Procedures**:<br>Do you have experience in developing written program policies and procedures? *Refer to Standards C-2, D-3, and D-13 of the* ECEAP Performance Standards *for expectations for program policies and procedures.* | | | |
| If not, do you have access to someone who could assist you in developing written policies and procedures to meet ECEAP requirements? | | | |
| **Record Keeping:**<br>Do you currently have a system in place to maintain program records and | | | |

| The 2015-16<br>ECEAP Readiness Assessment | Yes | Not<br>Yet | Notes<br>Describe any supports or assistance you may need in order to become an ECEAP contractor: |
|---|---|---|---|
| documentation? *Refer to Standards G-1 thru G-9 of the* ECEAP Performance Standards *for recordkeeping expectations*. | | | |
| If not, do you have access to someone who could assist you in developing a record keeping system to meet ECEAP requirements? | | | |
| **Early Achievers:**<br>Are you participating in Early Achievers, Washington's Quality Rating and Improvement System? *Refer to Section 3-h of the* ECEAP contract. | | | |
| • If not, what is your plan to participate?<br>• If yes, do you have an Early Achievers rating of three, four or five? | | | |
| Do you have access to an Early Achievers coach trained in the Early Achievers Coach Framework? *Refer to Section 3-k of the* ECEAP contract. | | | |
| **Standard A-13 Confidentiality**:<br>Have you developed a plan for how you will ensure confidentiality of child, family, and staff information? *See Standard A-13 of the* ECEAP Performance Standards. | | | |
| **ENROLLMENT AND ELIGIBIILITY**<br>Successful ECEAP contractors must recruit eligible children and families, maintain a waiting list in order to refill any empty slots within the allotted 30 days, and ensure full enrollment. *Requirements are in the* ECEAP contract *and Section B of the* ECEAP Performance Standards. | | | |
| **Standard B-100 Recruitment:**<br>Do you have a plan for locating eligible children and families to enroll in ECEAP? *See Standard B-100 of the* ECEAP Performance Standards. | | | |
| **Standard B-109, 110 Maintaining Enrollment:**<br>How will you ensure you stay fully enrolled? *See Standards B-109 and B-110 in the* ECEAP Performance Standards. | | | |
| How do you know the families in your community need the ECEAP models (Full School Day or Extended Day ECEAP) you plan to offer? | | | |
| **Data entry:**<br>Do you have computer, internet access and the necessary computer skills to ensure maintaining enrollment data and other required information in the Early Learning Management System (ELMS)? *See Section 3-c of the* ECEAP | | | |

| The 2015-16<br>ECEAP Readiness Assessment | Yes | Not<br>Yet | Notes<br>Describe any supports or assistance you may need in order to become an ECEAP contractor: |
|---|---|---|---|
| contract | | | |
| **HUMAN RESOURCES** | | | |
| **Standard C-5 & 6 ECEAP Lead Teacher Role:**<br>Do you or your teaching staff have the education and experience providing the preschool classroom experiences described in these standards?<br>If not, what is your plan to hire someone who meets the qualifications for the role of ECEAP Lead Teacher? | | | |
| **Standard C-9 & 10 ECEAP Family Support Staff Role:**<br>Do you or your staff have the education and experience providing the comprehensive and integrated family support services to enrolled families that are described in these standards?<br>If not, what is your plan to hire someone who meets the qualifications for the role of Family Support Staff? | | | |
| If not, do you have a process for locating skilled and knowledgeable staff for these roles? | | | |
| **ECEAP COMPREHENSIVE SERVICES**<br>*Here is a one page description of* comprehensive services. The three main components of ECEAP comprehensive services are each in a separate section of the ECEAP Performance Standards:<br><ul><li>Health Coordination Services: Section D</li><li>Early Childhood Education (preschool): Section E</li><li>Family Partnerships: Section F</li></ul> | | | |
| **Standard D-2 Health Coordination:** Do you or your staff have experience working with families to locate a health care or dental care provider and support them in maintaining good health? *Section D of the* ECEAP Performance Standards *covers Health Coordination services.* | | | |
| If not, do you have access to someone who could work with you to support families with their health and dental care needs? | | | |
| Would you consider partnering with other early care and education providers in your community or contracting with a community-based professional to provide health coordination services for your children and families? | | | |

| The 2015-16<br>ECEAP Readiness Assessment | Yes | Not<br>Yet | Notes<br>Describe any supports or assistance you may need in order to become an ECEAP contractor: |
|---|---|---|---|
| **Standard D-7 Health screenings:**<br>Do you have a plan for who you could you partner with to ensure all enrolled children receive a health screening that meets the ECEAP Performance Standards? | | | |
| **Standard D-15 Nutrition:**<br>Do you currently provide meals and snacks for the children in your care that meet the ECEAP requirements?<br>*The* ECEAP contract *and Section D of the* ECEAP Performance Standards *describe food and meal requirements.* | | | |
| If not, do you know someone you could partner with in your community to provide ECEAP meals and snacks for the children in your program? | | | |
| Have you developed a meal/snack time routine that includes children and adults sitting together, engaging in relaxed conversation, and practicing family-style meal skills, such as serving themselves and cooperating with others? Which also includes tooth-brushing following one meal or snack each day? *See Standard E-3 of the* ECEAP Performance Standards. | | | |
| **Indoor Facilities:**<br>Do you have sufficient indoor space, equipment and materials to provide learning experiences for children? *See Standards D-16 and E-2 of the ECEAP Performance Standards.* | | | |
| If not, what is your plan for providing indoor learning experiences for the children? How will you plan to maximize the space you have available? | | | |
| **Outdoor Space:**<br>Do you have sufficient outdoor space, equipment and materials to provide positive outdoor learning experiences for children? *See Standard D-16, D-20 and E-2 of the* ECEAP Performance Standards | | | |
| If not, what is your plan for providing outdoor learning experiences for the children? How will you plan to maximize the space you have available? | | | |
| **Safe Environments:**<br>How do you currently monitor your indoor and outdoor environment to | | | |

| The 2015-16<br>ECEAP Readiness Assessment | Yes | Not<br>Yet | Notes<br>Describe any supports or assistance you may need in order to become an ECEAP contractor: |
|---|---|---|---|
| ensure you maintain a safe, clean and healthy environment, free of hazards? *See Standard D-18, 19 and 20 of the* ECEAP Performance Standards*.* | | | |
| Do you maintain records of these inspections? *See Standard D-18 of the* ECEAP Performance Standards*.* | | | |
| **Playground Safety:** Is your outdoor play area fenced? *See Standard D-18 of the* ECEAP Performance Standards*.* | | | |
| If not, how will you ensure children are safe and supervised at all times? *See Standard D-18 of the* ECEAP Performance Standards*.* | | | |
| **EARLY CHILDHOOD EDUCATION:**<br>*Section E of the* ECEAP Performance Standards *covers Early Childhood Education expectations.* | | | |
| **Standard E-3 Daily Routine:**<br>Have you developed a daily schedule that includes all the requirements of this standard?  Ample time for unrushed activities and transitions, minimal number of transitions, a large block of free choice time, at least 45 minutes when children initiate their own activities, engage in play-based learning and staff support children's decision-making, problem-solving, and higher-order thinking.<br>If not, what is your plan to hire someone who meets the qualifications for the role of ECEAP Lead Teacher? *Refer to Standards  in the* ECEAP Performance Standards | | | |
| **Standard E-4 Curriculum Practices:**<br>ECEAP contractors must ensure developmentally-appropriate and culturally-relevant activities, opportunities and interactions. One part of this expectation requires ECEAP contractors to fully understand developmentally appropriate practices for preschool aged children.  Are you familiar with this concept and prepared to provide developmentally appropriate practices in your environments and interactions with the children you enroll? If not, is this an area you would like supports and resources?<br>*See Standard E-4 of the* ECEAP Performance Standards*.* | | | |
| **Standard E-4 Curriculum Practices:** | | | |

| The 2015-16<br>ECEAP Readiness Assessment | Yes | Not<br>Yet | Notes<br>Describe any supports or assistance you may need in order to become an ECEAP contractor: |
|---|---|---|---|
| The second part of this expectation requires ECEAP contractors to ensure a culturally relevant curriculum that reflects the cultures of enrolled children and supports the development of their home language while helping each child learn English. Do you have a plan for how you will learn about the home cultures, diverse family structures and daily life of the families you enroll so that you can incorporate this into your curricula practices? If not, is this an area you would like supports or resources?<br>*See Standard E-4 of the ECEAP Performance Standards* | | | |
| **Standard E-5 Curriculum Models:**<br>New ECEAP providers are piloting the implementation of research-based curricula with fidelity.  At this time, DEL is supporting the use of the *Creative Curriculum* and *High Scope* as well as a layered curricula approach of combining several research-based curricula. DEL will train providers and purchase approved curricula for classrooms.<br>Do you have experience using any of the supported curricula models?<br>*See Standard E-5 of the ECEAP Performance Standards.* | | | |
| **Standard E- 6 Kindergarten Transition:**<br>Do you have a kindergarten transition plan? Standard E-6 of the ECEAP Performance Standards describes what must be in a written transition plan. | | | |
| Have you built relationships with the local school staff to support families transitioning from early care and education to the school system? *See E-6 of the ECEAP Performance Standards.* | | | |
| Do you participate in your local Early Learning Coalition or the WaKIDS Early Learning Collaboration work which support the partnerships between early learning settings and K-12 schools? | | | |
| **Standard E- 10 Developmental Screening & Referrals:**<br>ECEAP contractors must conduct a developmental screening of each child within their first 90 days. Do you or your staff have experience using developmental screening tools? *Standard E-10 the ECEAP Performance Standards describes the requirements.* | | | |

| The 2015-16<br>ECEAP Readiness Assessment | Yes | Not<br>Yet | Notes<br>Describe any supports or assistance you may need in order to become an ECEAP contractor: |
|---|---|---|---|
| If a child screens as needing further assessment, do you know where and how to make a referral for assessment? | | | |
| **Standard E-11 Observation, Assessment and Individualization:**<br>Teaching staff must perform <u>ongoing</u> observations of individual children throughout the school year. Do you or your staff have expertise observing children on a regular basis and documenting objective observations? *See Standard E-11 of the* ECEAP Performance Standards. | | | |
| Staff maintain these observations in the Teaching Strategies GOLD® Online system. This is the same assessment tool used in Washington's kindergarten assessment, the Washington Inventory of Developing Skills (WaKIDS). Are you familiar with Teaching Strategies GOLD® ? | | | |
| Staff assess children at least three times each year, rating the objectives in the areas of Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics and documenting these assessments in Teaching Strategies GOLD®. Do you have experience assessing children and documenting results of the assessments? | | | |
| Staff use these observation and assessment data to plan individualized curriculum and guidance. Do you have experience developing individualized services for children based on your observations and assessments? | | | |
| **Standard E-12 Parent-Teacher Conferences:**<br>Do you or your staff have experience conducting parent teacher conferences with families to share information on their child's educational goals and progress? *See Standard E-12 of the* ECEAP Performance Standards. | | | |
| **FAMILY PARTNERSHIPS**<br>*Section F of the* ECEAP Performance Standards *covers Family Partnerships.* | | | |
| **Standard F-1 Family Support:**<br>ECEAP family support services includes meeting with families and talking with them about their strengths, needs, goals and ways you can support them in meeting those goals? Do you have experience in providing family support services as described in Section F of the ECEAP Performance Standards? | | | |

| The 2015-16<br>ECEAP Readiness Assessment | Yes | Not Yet | **Notes**<br>Describe any supports or assistance you may need in order to become an ECEAP contractor: |
|---|---|---|---|
| Would you consider partnering with other early care and education providers in your community or contracting with a community-based professional to provide family support services? These family support services include assessment of family strengths and needs, engaging in goal setting with families, linking families to resources related to their needs, supporting families as they transition between home and ECEAP and kindergarten, etc. More information on family support services is in Section F of the ECEAP Performance Standards. | | | |
| **Standards F-5, F-6 and F-7 Parent Engagement**:<br>These standards describe the parent involvement, parent education and parent engagement activities that ECEAP contractors must provide to the enrolled families. Do you have experience providing opportunities for parents and families to participate in various activities in your program? (For example, family nights, committee groups, volunteers, etc.) *Refer to Standards F-5, F-6, and F-7 of the* ECEAP Performance Standards. | | | |
| If not, how do you plan on meeting these requirements for engaging parents and families in your program? | | | |
| Would you consider partnering with other early care and education providers in your community or contracting with a community-based professional to provide parent engagement activities? | | | |

**Any questions?** Email eceap@del.wa.gov